

Reading Toolkit: Grade 7 Objective 3.A.4.d

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 4. Analyze elements of poetry to facilitate understanding and interpretation

Objective d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning

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Lesson Seeds

Reading Grade 7 Objective 3.A.4.d

Activities

Prior to this activity the teacher should select a series of poems that have distinct settings and then find a picture of a setting that matches or nearly matches the setting of the poem. To begin, the teacher will read aloud one of the selected poems and then show students the picture that matches the setting. With teacher guidance students should select words, phrases, or lines of the poem that are reflected in the picture. Next the teacher should display the remaining pictures, perhaps including some pictures that do not match any setting in the poems. Students should read the next poem and then select the matching picture again finding words, phrases, or lines of poetry that are reflected in the picture.

Each student will need a disposable copy of an age appropriate poem where a distinctive setting and mood are present and two different colored highlighters. Teacher and students should read the selected poem aloud and discuss the general meaning of the poem. Next, with teacher guidance, students should highlight details in the poem that address the setting. Then using a different colored highlighter students should highlight details in the poem that reflect the mood. Finally, teacher and students should discuss the elements of setting and mood in the poem, whether or not they match, and how their match or mismatch affects a reader's understanding of the poem.

To introduce students to mood in poetry, the teacher should play a variety of musical selections and have students respond to them by telling how the music made them feel. Next the teacher should read aloud a poem that has been selected for its distinctive mood and then play a musical selection that reflects the mood of the poem. With the assistance of the music, students should be able to identify the mood of the poem and select from it words, phrases, or lines of poetry that reflect the mood. Finally, teacher and students should read an additional poem, again selected for a distinctive mood. This time the teacher will play three musical selections and have students determine which selection best reflects the mood of the poem. Students should be able to isolate words, phrases, and lines of poetry that reflect the mood of the poem and match the mood of the music.

The teacher will give students copies of a narrative poem that has a dominant mood. Working in small groups, students will read the poem and identify its mood. For younger or struggling students, the teacher can provide a list of words that would describe a mood from which they can make a selection. Once students have identified the mood, they will need to find text support for their selection and explain why that mood is appropriate to that poem. These details can be recorded on a chart like the one below. After the chart is complete, students and teacher should discuss their findings.

Title of Poem	Identified Mood
Text Support	Explanation of Text

After multiple readings of a narrative poem, the teacher will give students a chart where the first column, which is lines from the poem, is already complete. Then students will analyze each given line to determine whether the line reflects elements of setting, mood, tone, or a combination of elements. Students may work on this individually, with a partner,

or in a small group. When the chart has been completed, teacher and students should discuss the details.

Lines from Poem	This line reflects setting because	This line reflects mood because	This line reflects tone because	This line is a combination of elements because

The teacher and students should read the Langston Hughes's poem "Mother to Son" and discuss how Hughes felt about perseverance and hard work. Students will return to the poem and find words and phrases that support Hughes's feelings. The teacher will explain that those words reflect the poet's tone or attitude toward perseverance and hard work. Next, the teacher will place students in small groups and give them an additional poem where the tone is distinctive. Some suggestions are Robert Frost's "Stopping by Woods on a Snowy Evening" and John McL's "There's This That I Like About Hockey, My Lad." Students will follow the same procedure by isolating words and phrases that reflect the author's tone toward his subject. Class discussion will determine the accuracy of student responses. An extension of this activity is to have students complete an "I am..." poem that will help them define the author's tone. Any combination of the lines below will assist students in defining tone.

I am (name of character in the poem)

I am (two qualities of the character)

I wonder (something the character is curious about)

I hear (an imaginary or actual sound the character hears or would have heard)

I see (an imaginary or actual sight the character sees or would have seen)

I want (a desire of the character)

I am (name of the character)

I pretend (something the character would want)

I feel (actual emotions or physical feelings)

I touch (a tangible or metaphorical object)

I worry (a concern the character has)

I cry (about something, for something, someone)

I am (name of the character)

I understand (something the character comprehends)

I say (something the character has said)

I dream (something the character wants to happen)

I try (something the character attempts to do)

I hope (a wish or belief the character has)

I am (name of the character)

Clarification

Reading Grade 7 Indicator 3.A.4

To show proficiency of the skills stated in this indicator, a reader will demonstrate an understanding of the elements of poetry which are the components through which poetry is structured and composed. Identification of each component and its relationship to all other components in a poem assist a reader in comprehension of the entire text of the poem. When a poem requires more complex thought processes, a reader advances from identification of poetry elements to the explanation, analysis, and evaluation of those elements. Thinking about all the elements of a poem and determining how they fit together allow a reader to understand a poem in all of its complexity.

In order to identify poetry as a literary form and be able to distinguish a particular poem from other types of poetry, a reader must identify and use a poem's structural features. Poems can tell stories, describe the positive and negative elements of a character, place, or thing, argue a position, express emotions, or create an image. Knowing the structure of a poem helps a reader determine a purpose for the poem and comprehend it in literal and abstract ways.

Structural Features

A line or verse is a single line of poetry.

A stanza is two or more lines of poetry.

A refrain is a series of words or a line of poetry that is regularly repeated within the poem.

A rhyme is a repetition of sounds at the end of words.

A rhyme scheme is an arrangement of end rhymes in a poem. A pattern is organized by assigning a letter of the alphabet to each line. The first line of a poem is assigned the letter A. Each following line of poetry that rhymes with the first line is also assigned the letter A.

Types of Poems

A ballad tells a story and is meant to be sung or recited aloud.

A cinquain is based on syllable or word count. A traditional cinquain moves by line from two syllables to four syllables to six syllables to eight syllables and concludes with two syllables. The more current form of cinquain moves by line from one word to two words to three words to four words and concludes with a single word.

A diamante moves from a subject in the first line of the poem to a completely different subject in the last line of the poem. The structure of a diamante by line goes from one noun, the subject, two adjectives, three participles, four nouns, three participles, two adjectives, and concludes with one noun which is different from the noun in the first line.

An elegy is a sad poem which shows grief for the dead.

A haiku is a form of Japanese poetry which has three lines focused on a single element.

A lyric poem can appear in a variety of forms and shows the thoughts and feelings of one speaker.

A narrative poem tells a story in verse.

A shape poem has the form of its subject. For example a poem about a tree is shaped like a tree.

To understand a poem fully with all of its complexities a reader should focus on the meaning/s of each word within that poem that will lead to an understanding of individual lines and continue to understanding of an entire stanza. Poets choose their words with purpose and care. Reviewing the multiple meanings of words and attending to how a word is used contextually helps a reader discern shades of meaning within an individual word. Knowing the denotation of a word is an important first step, but knowing connotations of a word is critical to a reader of poetry. A reader should also be aware of the symbolic value of words in poetry. Knowing that an object or person symbolizes a quality or idea is essential to comprehension.

A critical reader understands that the speaker of the poem is not always the poet. The speaker is the creation of the poet and voices the words of the poem. The speaker has a personality and attitude that is discernable to a reader. Being attentive to the qualities and attitude of the speaker and connecting them to the words of the poem assists a reader with comprehension.

The organization of the words in a poem is another clue for a reader. The actual placement of a word within a line of poetry can be pivotal to understanding. The length of a poem's lines can focus a reader on the importance of certain words within a poem. The division between stanzas of a poem can signal the conclusion of one idea to move to another or the strengthening of an initial idea that continues to evolve throughout the poem. Because the words of a poem are more compact than prose, the placement, denotation, connotation, symbolism, and speaker of the words all become vital elements to creating meaning for a reader.

Because poetry is meant to be read or spoken aloud, the sound of the words is a critical piece of understanding. Listening to the rhyming of words, the organization of the rhyming words, the repetition of sounds, the imitation of natural sounds, and the relationship among these sound devices and how they contribute to the meaning of a poem are all elements a critical reader must explore. Discovering the bond between the sound and sense of a poem assists a reader with comprehension.

A rhyme is a repetition of sounds at the end of words.

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A poem's rhythm is created by the organization of sound from the placement of stressed and unstressed syllables in a line of poetry. The difference between stressed and unstressed syllable concerns the degree of emphasis when words are spoken.

Alliteration is a repetition of beginning consonant sounds in words.

Assonance is a repetition of vowel sounds in words.

Consonance is the pleasing arrangement of sounds in words.

Onomatopoeia is the use of words that sound like the natural noises they name.

A poet may use a sound device to emphasize a particular idea, create a melodious sound to foster a pleasant mood, or put together a series of harsh sounds to establish an angry tone. When a critical reader can determine a purpose for the poet's use of sound devices, a reader has constructed meaning from a poem.

In a narrative poem or ballad, the setting of that poem is integral to a reader's understanding. The setting addresses the time and place of the poem's action and plays a role in establishing the mood of a poem. The mood is the feeling of a poem. Mood is created by the poet's choice of words, sensory detail, and rhythm. The attitude of the poet or speaker toward his/her subject is the tone of the poem. Again, the poet's choice of words, sensory detail and rhythm help a reader determine the attitude toward the subject. For more detailed information about setting and mood, consult the Literary Clarification for Indicator Three, and for more detailed information about tone, consult the Literary Clarification for Indicator Seven.

Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

Question

Read the poems 'Leaving The Library' and 'The Traveler' and answer the following question. Compare the moods created in "Leaving the Library" and "The Traveler." In your response, use details and examples from both poems that support your answer. Write your answer on your answer document.

Annotated Student Responses

I think they both have a dark mood. Because
 In "The Traveler" it uses dark words like Ravenous,
 Savage, Screams and other dark words and also
 its dark by one line saying "Screams wail down my
 chimney." And In "Leaving the Library" it also
 has dark words as in ratty, shivers, stinging, pushing and
 in one line it uses a dark mood because it says
 "Sleet pushing ^{hard} on my back." And that is why
 I think they have the same dark mood.

Annotation: The reader answers the question "they both have an dark moods" and supports that idea by citing a series of "dark words" and "screams wail down my chimney" from "The Traveler." For "Leaving the Library" the reader cites an additional series of "dark words" and "sleet pushing hard on my back" concluding that is why "I think they have the same dark mood." To improve this response that is based on diction, the reader should define the general word dark, offer an explanation or draw a conclusion about how the selected words are dark and how they contribute to creation of the moods of both poems. For example, the "dark words" cited like ravenous, savage, and screams could be signs of emotional, uncontrolled behaviors. So to this reader the dark mood of the poem is probably one of danger.

I think both of these poems show a sad mood. I say this
because in "Leaving the Library" it talks about the darkening day
and how the geese fly overhead and how the sleet is pushing at
his back and then he says he will wear a winter jacket tomorrow.
In the poem "The Traveler" it says how the wind is starving and gnawing
at his house and screams at his chimney and "Tears his house"
and then comes right to close his dead build a fire.

Annotation: The reader answers "both of these poems show a sad mood" and uses text "the darkening day," "the geese fly overhead," and "the sleet is pushing at his back" from "Leaving the Library" to support that idea. To show the sad mood in "The Traveler" the reader cites text "wind is starving and gnawing at his house and screams at his chimney and tears at his house." In addition the reader cites the wearing of "a winter jacket tomorrow" from "Leaving the Library" and the building of a fire in "The Traveler" which reflect an alteration or change in the moods of both poems. To improve this response the reader should draw a conclusion about why these phrases are sad and how they contribute to a sad feeling in both poems and how the closing lines in both poems point to a lifting of the mood of sadness.

The mood in the two poems is anxious. I think that it is
anxious because in "the traveler", the north wind ~~is~~ is anxious
to get into the person's house. It tells about how the wind is
"ravenous and savage". Also it tells about how the wind is wild, and how
it gnaws, groans, screams, wails, ~~how~~ and tears. In "Leaving the
library", The boy is anxious to get home ~~and~~ for suppertime.
Also how the wind is stinging and the geese are flying overhead
and how when it starts to hail he runs to get home because
he is anxious to get there out of the cold.

Annotation: The reader answers "the mood in the two poems is anxious." In "The Traveler" the mood is anxious because "the North Wind is anxious to get into the person's house" and the wind is described as "ravenous and savage" "wild" and has the ability to "gnaws, groans, screams, wails, and tears" at the speaker's house. In "Leaving the Library" the speaker wants to get home for dinner but "the wind is stinging and the geese are flying overhead— it starts to hail" and the speaker "is anxious to get there out of the cold." To improve this response, the reader should define how the anxiety of the wind in "The Traveler" and the anxiety of the speaker in "Leaving the Library" create the anxious mood of both poems. For example, if the North Wind is ravenous rather than hungry and is gnawing rather than chewing, that shows the wind really wants something badly which is the basis of being anxious about something.

I think the feeling of both poems is kind of scared. ~~They seem~~ like in the traveler it kind of sounds like the writer is scared of the wind or something. And in leaving the library it kinda seems like they are running away from something.

Annotation: The reader answers that "the feeling of both poems is kind of scared" and continues with minimal text support that in "The Traveler" it "sounds like the writer is scared of the wind" and concludes in "Leaving the Library" it "seems like they are running away from something." To improve this response, the reader needs to draw more text support for a valid judgment that the mood in both poems is "scared." Next, the reader should draw a conclusion about how the text support shows that the mood is "scared." For example, in "Leaving the Library" there are "deserted streets" which means that no one is there so the speaker of the poem feels alone and frightened with "stinging winds" and geese "squawking like a rusty door."

Both moods are cold, In leaving
the library at the end it says
a winter coat tomorrow. Also in
the traveler, it says north wind, and
until frozen nails pop Both of these
Lines ^{have a} ~~are~~ very cold feeling to
them by describing how cold it is
out side,

Annotation: The reader responds that "both moods are cold." Next the reader cites from "Leaving the Library" "a winter coat tomorrow" and from "The Traveler" "North wind, and until frozen nails pop." The reader concludes "these lines have a very cold feeling to them by describing how cold it is out side." To improve this response, the reader needs to adjust the response by thinking about when someone is physically cold how that person might feel emotionally. Once that conclusion has been drawn the reader can return to the poems, find text support for that feeling, and then draw a conclusion about how the text shows that feeling.

Handouts

Leaving the Library

By Audrey Baird

Suppertime.

Deserted streets.

Stinging winds
blow leaves
into fence corners.

Water on the lake
shivers.

A V of Canada geese
flies overheard
squawking like
a rusty door.

I pull up my collar,
stick my book
inside my windbreaker
and lower my head
into the
darkening day.

I think of the
lights on

at home

and start to run,

sleet pushing
hard
at my back.

A winter
jacket
tomorrow.

The Traveler

By Audrey Baird

Ravenous and savage
from its long
polar journey,

the North Wind

is searching
for food—

and wild to find
shelter tonight.

Starved, it

gnaws

on my house
until roof
groans,

and
screams
wail down
my chimney.

Frigid, it

tears

at my
house,

trying to
force
its way in,

until
frozen
nails

pop.

Then,
at eight o'clock,

spent and
weary,

it wraps around
my chimney
with a

sigh

when Dad
builds a fire.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

Rubric Document Date: June 2003